



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 11961461
SAU: MSAD 01
School: Mapleton Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
English Language Arts – Writing Results	10-12

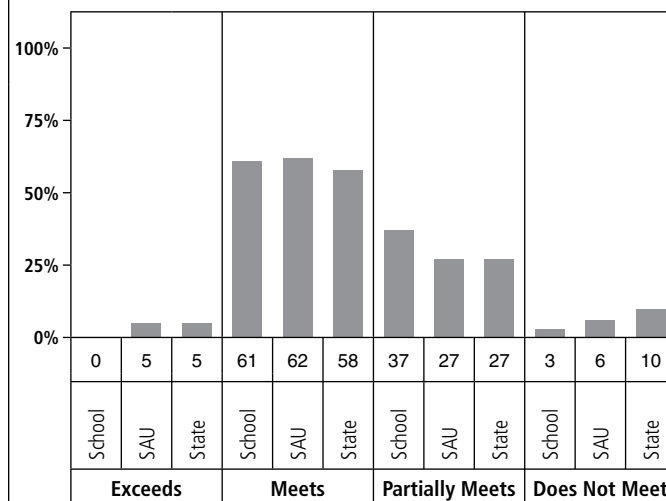
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: MSAD 01
School: Mapleton Elementary School

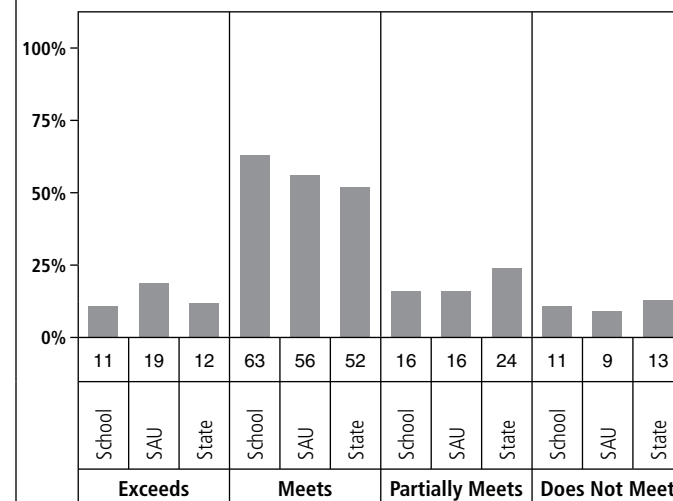
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	547	545	544
2006–2007	548	545	544
2007–2008	544	546	545
Cum. Avg.*	546	545	544
Mathematics			
2005–2006	542	543	543
2006–2007	552	551	546
2007–2008	549	551	546
Cum. Avg.*	548	549	545
ELA – Writing			
2005–2006			
2006–2007	542	542	541
2007–2008	537	537	538
Cum. Avg.*			

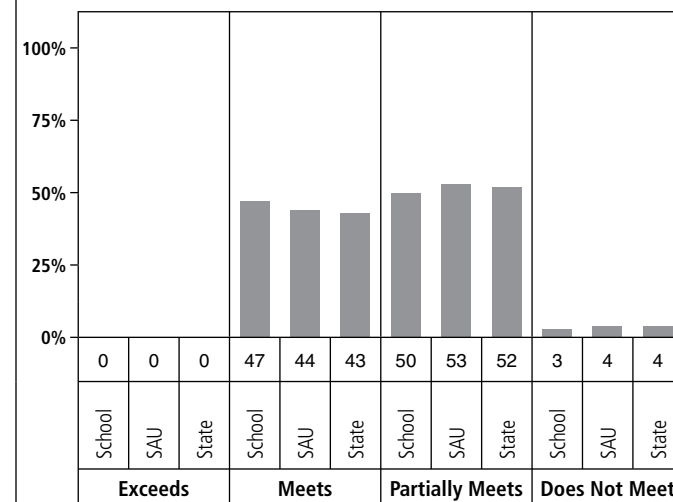
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: MSAD 01
 School: Mapleton Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	38	100	157	100	14240	100	38	100	155	99	14157	100	38	100	155	99	14156	100							38	100	155	99	14107	99
Ethnicity African American/Black	0	0	2	1	404	3	0	0	2	100	396	98	0	0	2	100	398	99							0	0	2	100	388	96
American Indian or Native Alaskan	0	0	2	1	118	1	0	0	2	100	118	100	0	0	2	100	118	100							0	0	2	100	118	100
Asian or Pacific Islander	0	0	0	0	201	1	0	0	0	0	199	99	0	0	0	0	199	99							0	0	0	0	197	98
Hispanic	1	3	2	1	178	1	1	100	2	100	170	97	1	100	2	100	174	99							1	100	2	100	171	97
Caucasian/White	37	97	151	96	13339	94	37	100	149	99	13274	100	37	100	149	99	13267	100							37	100	149	99	13233	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	9	24	32	20	2555	18	9	100	31	100	2528	99	9	100	31	100	2526	99							9	100	31	100	2507	99
Current LEP	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99							0	0	0	0	323	96
Economically disadvantaged	17	45	79	50	5574	39	17	100	77	99	5528	99	17	100	77	99	5531	99							17	100	77	99	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	29	76	97	62	11042	78	29	76	95	61	11006	77							29	76	109	69	11127	78
Identified disability (PET/IEP)	1	3	4	4	396	4	1	3	4	4	404	4							1	3	7	6	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147	1
504 plan	0	0	0	0	134	1	0	0	0	0	133	1							0	0	0	0	136	1
Participation with accommodations	9	24	57	36	2974	21	9	24	59	38	3014	21							9	24	45	29	2845	20
Identified disability (PET/IEP)	8	89	26	46	1996	67	8	89	26	44	1986	66							8	89	23	51	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	1	11	31	54	766	26	1	11	33	56	801	27							1	11	22	49	710	25
Participation through alternate assessment (PAAP)	0	0	1	1	136	1	0	0	1	1	136	1							0	0	1	1	135	1
Identified disability (PET/IEP)	0	0	1	100	136	100	0	0	1	100	136	100							0	0	1	100	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	1	1	19	0	0	0	1	1	23	0							0	0	1	1	27	0
Non-participation – other	0	0	1	1	64	0	0	0	1	1	61	0							0	0	1	1	106	1

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 01
School: Mapleton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	2	6	8	6	721	5
	2006-2007	3	10	8	5	702	5
	2007-2008	0	0	7	5	659	5
	Cum. Total*	5	5	23	5	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	18	55	66	51	7571	53
	2006-2007	21	68	88	59	7730	55
	2007-2008	23	61	95	62	8195	58
	Cum. Total*	62	61	249	58	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	13	39	47	36	4343	30
	2006-2007	5	16	43	29	4182	30
	2007-2008	14	37	42	27	3800	27
	Cum. Total*	32	31	132	30	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	0	0	9	7	1628	11
	2006-2007	2	6	10	7	1419	10
	2007-2008	1	3	10	6	1362	10
	Cum. Total*	3	3	29	7	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	28.9	60.2	29.9	62.3	29.2	60.8
Literary Text	24	50	14.9	62.1	15.4	64.2	15.0	62.5
Informational Text	24	50	14.0	58.3	14.5	60.4	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 01
 School: Mapleton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	38	0	0	23	61	14	37	1	3	544	154	5	62	27	6	546	14016	5	58	27	10	545
Ethnicity																						
African American/Black	0										2						388	1	39	34	26	538
American Indian or Native Alaskan	0										2						116	0	44	45	11	541
Asian or Pacific Islander	0										0						197	5	64	23	8	546
Hispanic	1										2						167	2	47	37	14	542
Caucasian/White	37	0	0	23	62	13	35	1	3	544	148	5	63	26	6	546	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	4	44	4	44	1	11	541	30	0	47	40	13	540	2392	0	26	42	31	536
No	29	0	0	19	66	10	34	0	0	545	124	6	65	24	5	547	11624	6	65	24	5	547
Current LEP																						
Yes	0										0						319	1	36	34	29	537
No	38	0	0	23	61	14	37	1	3	544	154	5	62	27	6	546	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	17	0	0	9	53	7	41	1	6	542	76	4	49	36	12	542	5454	2	48	35	15	541
No	21	0	0	14	67	7	33	0	0	546	78	5	74	19	1	549	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	38	0	0	23	61	14	37	1	3	544	154	5	62	27	6	546	14011	5	58	27	10	545
Gender																						
Female	23	0	0	15	65	7	30	1	4	545	83	6	64	28	2	548	6766	7	62	24	8	546
Male	15	0	0	8	53	7	47	0	0	543	71	3	59	27	11	543	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	7	0	0	1	14	5	71	1	14	536	50	0	44	42	14	540	1751	1	35	44	21	538
No	31	0	0	22	71	9	29	0	0	546	104	7	70	20	3	549	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										5	60	40	0	0	562	464	27	71	2	1	557
No	38	0	0	23	61	14	37	1	3	544	149	3	62	28	7	545	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 01
 School: Mapleton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	1	50	1	50	0	0	540	4	0	33	50	17	540	5	2	42	34	22	540
B. less than one hour	66	0	0	15	60	9	36	1	4	544	47	3	64	28	6	545	66	5	60	27	9	545
C. one to two hours	26	0	0	7	70	3	30	0	0	547	45	7	61	26	6	547	26	5	61	26	8	546
D. more than two hours	3	0	0	0	0	1	100	0	0	538	4	0	83	17	0	549	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	37	0	0	9	64	5	36	0	0	545	37	5	68	21	5	548	31	7	63	23	7	547
B. They match some of what I have learned.	53	0	0	12	60	7	35	1	5	544	54	5	62	28	5	546	55	4	61	27	8	545
C. They match just a little of what I have learned.	8	0	0	2	67	1	33	0	0	543	9	0	43	43	14	540	11	2	42	37	19	540
D. There is no match.	3	0	0	0	0	1	100	0	0	540	1	0	0	100	0	540	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	18	0	0	7	100	0	0	0	0	553	25	13	76	8	3	553	30	10	68	16	6	549
B. good	53	0	0	12	60	7	35	1	5	543	49	3	65	24	8	545	53	3	59	29	9	544
C. fair	26	0	0	4	40	6	60	0	0	541	24	0	42	53	6	540	15	1	41	40	18	539
D. poor	3	0	0	0	0	1	100	0	0	538	3	0	50	50	0	541	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	8	0	0	1	33	2	67	0	0	537	13	5	50	40	5	545	17	3	45	32	19	541
B. about the same as my regular schoolwork	67	0	0	15	63	8	33	1	4	545	66	4	64	28	4	547	67	5	62	26	7	546
C. easier than my regular schoolwork	25	0	0	6	67	3	33	0	0	546	21	6	65	16	13	544	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	16	0	0	2	33	4	67	0	0	538	17	0	40	44	16	540	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	62	0	0	14	61	8	35	1	4	545	57	3	66	28	2	546	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	22	0	0	7	88	1	13	0	0	547	26	10	70	15	5	549	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	8	0	0	1	33	2	67	0	0	543	15	9	70	17	4	549	18	8	64	20	8	547
B. 20 minutes to an hour	26	0	0	8	80	1	10	1	10	546	32	8	69	16	6	549	56	5	62	25	7	546
C. less than 20 minutes	21	0	0	4	50	4	50	0	0	545	18	0	54	39	7	543	12	2	50	32	15	542
D. I rarely read at home.	45	0	0	10	59	7	41	0	0	543	35	2	57	36	6	543	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	32	0	0	8	67	3	25	1	8	544	36	4	56	31	9	544	26	3	51	32	14	542
B. six to ten pages	27	0	0	7	70	3	30	0	0	545	38	4	70	21	5	547	28	3	59	28	9	544
C. eleven or more pages	41	0	0	7	47	8	53	0	0	544	27	7	59	32	2	547	47	7	63	23	7	546
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	554	100	0	100	0	0	554						
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 01
School: Mapleton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	2	6	11	8	1415	10
	2006-2007	10	32	38	26	1711	12
	2007-2008	4	11	30	19	1617	12
	Cum. Total*	16	16	79	18	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	16	48	58	45	6503	45
	2006-2007	14	45	67	45	6778	48
	2007-2008	24	63	86	56	7284	52
	Cum. Total*	54	53	211	49	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	11	33	48	37	3945	28
	2006-2007	5	16	36	24	3884	28
	2007-2008	6	16	24	16	3341	24
	Cum. Total*	22	22	108	25	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	4	12	13	10	2434	17
	2006-2007	2	6	8	5	1683	12
	2007-2008	4	11	14	9	1778	13
	Cum. Total*	10	10	35	8	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.5	63.3	9.7	64.7	9.0	60.0
Cluster 2: Shape and Size	14	29	7.5	53.6	8.3	59.3	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.9	58.0	2.8	56.0	2.2	44.0
Cluster 4: Patterns	14	29	9.5	67.9	9.6	68.6	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 01
 School: Mapleton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	38	4	11	24	63	6	16	4	11	549	154	19	56	16	9	551	14020	12	52	24	13	546
Ethnicity																						
African American/Black	0										2						392	5	33	32	31	537
American Indian or Native Alaskan	0										2						116	5	42	31	22	540
Asian or Pacific Islander	0										0						198	16	59	15	11	549
Hispanic	1										2						173	5	45	30	20	541
Caucasian/White	37	4	11	24	65	6	16	3	8	549	148	20	56	15	9	551	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	9	1	11	3	33	4	44	1	11	544	30	10	40	27	23	541	2390	2	29	34	35	534
No	29	3	10	21	72	2	7	3	10	550	124	22	60	13	6	553	11630	13	57	22	8	548
Current LEP																						
Yes	0										0						330	4	36	27	33	536
No	38	4	11	24	63	6	16	4	11	549	154	19	56	16	9	551	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	17	0	0	12	71	2	12	3	18	546	76	9	61	17	13	547	5461	5	46	30	19	541
No	21	4	19	12	57	4	19	1	5	551	78	29	51	14	5	554	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	38	4	11	24	63	6	16	4	11	549	154	19	56	16	9	551	14015	12	52	24	13	546
Gender																						
Female	23	3	13	14	61	3	13	3	13	550	83	17	60	13	10	550	6767	11	51	24	13	546
Male	15	1	7	10	67	3	20	1	7	548	71	23	51	18	8	551	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	7	0	0	2	29	2	29	3	43	537	50	2	54	32	12	543	1755	1	37	39	23	538
No	31	4	13	22	71	4	13	1	3	552	104	28	57	8	8	554	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										5	100	0	0	0	575	464	58	40	2	0	564
No	38	4	11	24	63	6	16	4	11	549	149	17	58	16	9	550	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 01
School: Mapleton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	1	50	1	50	0	0	542	4	0	50	33	17	541	5	6	39	29	25	539
B. less than one hour	66	2	8	18	72	4	16	1	4	551	47	14	63	18	6	551	66	12	52	24	12	546
C. one to two hours	26	2	20	5	50	1	10	2	20	547	45	26	51	12	12	551	26	12	55	23	11	547
D. more than two hours	3	0	0	0	0	0	0	1	100	526	4	33	50	0	17	554	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	39	1	7	12	80	0	0	2	13	550	48	23	66	7	4	554	38	16	56	19	8	549
B. They match some of what I have learned.	42	2	13	9	56	3	19	2	13	549	42	17	48	20	14	548	48	9	53	26	12	545
C. They match just a little of what I have learned.	13	1	20	1	20	3	60	0	0	546	6	22	22	44	11	546	10	6	37	32	24	539
D. There is no match.	5	0	0	2	100	0	0	0	0	551	4	0	67	17	17	547	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	26	2	20	8	80	0	0	0	0	557	25	41	49	5	5	558	31	24	54	14	8	552
B. good	29	2	18	8	73	1	9	0	0	554	37	21	65	12	2	554	47	8	55	25	12	545
C. fair	34	0	0	7	54	4	31	2	15	543	27	5	54	22	20	543	19	2	43	35	20	539
D. poor	11	0	0	1	25	1	25	2	50	534	10	0	50	31	19	541	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	16	0	0	2	33	3	50	1	17	539	14	10	48	29	14	545	18	5	42	30	22	540
B. about the same as my regular schoolwork	59	4	18	14	64	2	9	2	9	551	64	24	56	12	8	551	66	11	55	23	11	547
C. easier than my regular schoolwork	24	0	0	7	78	1	11	1	11	550	22	15	62	15	9	552	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	45	1	6	7	41	6	35	3	18	544	26	10	43	30	18	545	21	10	48	26	16	544
B. two or three days a week	45	2	12	14	82	0	0	1	6	552	47	19	60	13	8	551	36	13	54	23	10	547
C. two or three times each month	5	1	50	1	50	0	0	0	0	558	22	33	58	6	3	556	27	12	54	23	11	547
D. never or almost never	5	0	0	2	100	0	0	0	0	554	5	13	88	0	0	554	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	26	1	10	7	70	1	10	1	10	553	10	7	67	13	13	550	7	12	44	25	19	543
B. two or three days a week	47	1	6	13	72	2	11	2	11	548	44	13	60	16	10	548	30	13	53	23	11	547
C. two or three times each month	18	1	14	3	43	2	29	1	14	545	36	24	55	13	9	552	34	12	54	23	10	547
D. never or almost never	8	1	33	1	33	1	33	0	0	550	10	47	33	20	0	557	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	0	0	1	50	1	50	0	0	545	5	13	63	25	0	551	7	7	40	25	28	539
B. 30–45 minutes	26	0	0	4	40	4	40	2	20	541	31	13	50	21	17	547	31	7	49	29	15	543
C. 45–60 minutes	26	2	20	7	70	1	10	0	0	553	29	18	57	16	9	549	40	12	55	23	10	547
D. more than 60 minutes	42	2	13	12	75	0	0	2	13	552	35	28	60	8	4	555	23	18	54	19	9	549
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	554	100	0	100	0	0	554						
B.	0										0											
C.	0										0											
D.	0										0											

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 01
School: Mapleton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	2 0	6 0	3 0	2 0	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	14 18	45 47	87 67	58 44	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	15 19	48 50	59 81	40 53	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	0 1	0 3	0 6	0 4	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	10.4	52.0	10.6	53.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.4	45.0	5.5	45.8	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.0	62.5	5.1	63.8	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: MSAD 01
School: Mapleton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	38	0	0	18	47	19	50	1	3	537	154	0	44	53	4	537	13972	0	43	52	4	538
Ethnicity																						
African American/Black	0										2						382	0	31	57	11	534
American Indian or Native Alaskan	0										2						116	0	28	66	6	534
Asian or Pacific Islander	0										0						196	2	55	42	2	541
Hispanic	1										2						170	0	29	62	9	535
Caucasian/White	37	0	0	18	49	18	49	1	3	537	148	0	45	51	4	538	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	1	11	7	78	1	11	530	30	0	10	73	17	529	2372	0	12	72	16	529
No	29	0	0	17	59	12	41	0	0	539	124	0	52	48	1	539	11600	0	50	48	1	539
Current LEP																						
Yes	0										0						319	0	30	58	12	533
No	38	0	0	18	47	19	50	1	3	537	154	0	44	53	4	537	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	17	0	0	7	41	10	59	0	0	535	76	0	33	63	4	535	5435	0	32	61	7	535
No	21	0	0	11	52	9	43	1	5	537	78	0	54	42	4	540	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	38	0	0	18	47	19	50	1	3	537	154	0	44	53	4	537	13967	0	43	52	4	538
Gender																						
Female	23	0	0	14	61	9	39	0	0	539	83	0	55	45	0	540	6750	1	55	43	2	540
Male	15	0	0	4	27	10	67	1	7	533	71	0	30	62	8	534	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	7	0	0	0	0	7	100	0	0	529	50	0	16	80	4	534	1745	0	26	69	5	534
No	31	0	0	18	58	12	39	1	3	538	104	0	57	39	4	539	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										5	0	100	0	0	549	464	2	74	23	0	545
No	38	0	0	18	47	19	50	1	3	537	149	0	42	54	4	537	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 01
 School: Mapleton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	0	0	1	50	1	50	523	4	0	33	33	33	527	5	0	29	57	14	533
B. less than one hour	66	0	0	14	56	11	44	0	0	538	47	0	47	49	4	538	66	0	44	52	3	538
C. one to two hours	26	0	0	4	40	6	60	0	0	536	45	0	42	57	1	538	26	0	45	52	3	538
D. more than two hours	3	0	0	0	0	1	100	0	0	528	4	0	33	67	0	534	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	18	0	0	5	71	2	29	0	0	541	21	0	56	41	3	541	25	1	54	42	3	540
B. good	37	0	0	6	43	8	57	0	0	537	42	0	54	45	2	539	50	0	46	51	3	538
C. fair	29	0	0	4	36	7	64	0	0	535	28	0	26	67	7	534	22	0	29	65	6	535
D. poor	16	0	0	3	50	2	33	1	17	532	8	0	23	69	8	533	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	13	0	0	2	40	2	40	1	20	534	11	0	24	59	18	531	14	0	33	56	10	535
B. about that same as my regular schoolwork	66	0	0	14	56	11	44	0	0	537	60	0	48	49	3	538	65	0	45	52	3	538
C. easier than my regular schoolwork	21	0	0	2	25	6	75	0	0	538	29	0	45	55	0	540	21	0	45	51	4	538
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	542	100	0	100	0	0	542						
B.	0										0											
C.	0										0											
D.	0										0											